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SEPTEMBER 1955

# EXTENSION SERVICE *Review*



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UNITED STATES DEPARTMENT OF AGRICULTURE  
Federal Extension Service

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## Ear to the Ground

Getting your job in shape to leave for a vacation takes some extra midnight oil as you know. When I mentioned writing Ear to the Ground, my son suggested I call it Nose to the Grindstone. But even when the temperature is 99° extension work is no grind. At least not this job. Each issue is an exciting adventure.

Planning this number on evaluation, I've worked with a committee, headed by Dr. Fred. Frutchey. Each member brought a wealth of ideas and information about State studies, more than we could possibly squeeze into 24 pages. Those to whom we turned for articles on their evaluation studies responded with such excellent papers that they will overflow into the October issue, even into November. Although the latter will be mainly our Program Development number, there will certainly be a place for some emphasis on evaluation, which is such an essential part of all programming.

When you were reading the July issue, I hope you didn't miss the double page spread entitled "How to sell that famous product—the Egg." On the page were two stories, one from Texas and one from Ohio. For not telling you who wrote the account from Texas, we owe you and the author an apology. It was J. A. Potts, assistant extension editor, who spent a great deal of time collecting the facts and photographs for his story.

In front of me, behind my desk, hangs a 7-foot map of the United States. Little clusters of multicolored pins dot the map from the east coast to the west coast. Some States have one pin, several 7, one has 8. That's Washington State.

Each pin represents a story in the January through July numbers of the Extension Service Review. Four States have no pins at all. Wouldn't it be wonderful if every State were represented by at least one story before the close of 1955! CWB.

**COVER PICTURE** — The Tommy Gooch family of Lincoln County, Ky., discuss their farm and home development plans with Zora Ball, home agent, and Kelcy Driskill, agricultural agent (on the right). See story on appraising this method of extension teaching, page 172.

# What Is Evaluation?

J. L. MATTHEWS, Federal Extension Service



**E**VALUATION is what you are doing when you answer the question, "How am I doing?" We ask ourselves this question daily or even many times in a day. We ask, "How well am I doing my job?" so often that it becomes a habit that is almost subconscious. Every little job we do—like giving a talk, writing a newspaper story, or making a farm or home visit—prompts us to ask this kind of question: "Did I do that well?" "What was good about it?", or "What could have been done better?"

Then we evaluate our work by what others say or do. If a person attending your meeting tells you that he or she enjoyed the meeting, you evaluate the meeting as being in some degree good. If several or a large number of persons tell you that the meeting was good, you feel that you have a better measure of your success.

Such expressions have some value as indicators of success. This is true because what we do must have sufficient appeal to the people to obtain their participation or we would not be successful by any measure. Without this kind of reaction, there would be little opportunity to influence people.

It is not wise to depend entirely on these expressions. Sometimes they are made by persons who may have little or no knowledge of the purpose of the extension activity in which they participated. Evaluation of results must always be in terms of the purpose or objectives that the activity was designed to accomplish. Expressions of people and other evi-

dence must be appraised in the light of what the program was expected to accomplish. When the evidence is related to the purposes in such a way that it is proof of results, then we say that the measure is valid.

The first thing we do in evaluation is to make sure that we are clear as to our objectives. Once this is done, we are ready to decide what is valid evidence of accomplishment. Evidence is valid only if it measures the degree to which we have accomplished what we set out to do. Therefore, we must be clear about the objectives of our teaching efforts.

How can we make sure we are clear as to the objectives? Objectives tell what kinds of changes people are expected to make if our teaching is successful. They must tell who is to be affected, how those persons are to change, and what they will react with, that is, who is to act, what they will do, and what particular subject matter or problem area is involved.

Clear objectives are essential in doing a good extension teaching job; and they are equally important in evaluation. The objective identifies the people from whom to get evidence, it specifies the kind of evidence needed, and the particular subject matter or problem area.

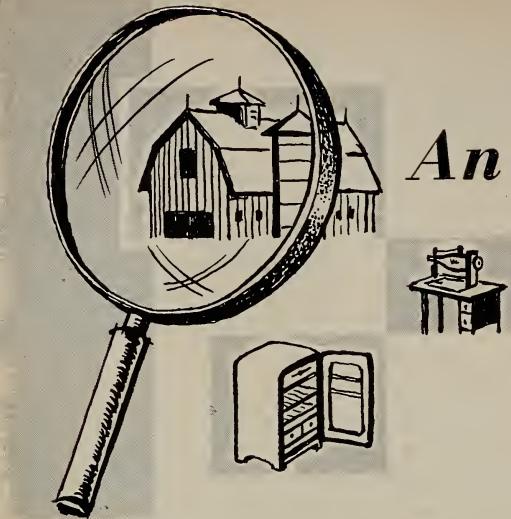
Another major problem in extension evaluation is to decide upon and collect evidence of success or failure. Clear objectives are the basis for deciding what kinds of evidence we need because they tell us how people will behave if the objectives are reached. Behavior is used here in the sense of knowing certain things, being able to do certain things and having certain kinds of feelings about

things. Thus the proof of results must be the extent to which certain people have acquired new knowledge, changed abilities or developed new abilities, and changed old attitudes or acquired new ones. These three main kinds of educational outcomes encompass a wide variety of possible changes.

The particular objectives may call for some of all three, or some of just one kind. So you may decide to collect information about only a few of the possible kinds of changes.

Once you have decided upon the evidence that is needed, the next question is "From whom shall I obtain the evidence of results?" Usually it is impractical to obtain information from everyone we try to reach, and therefore we must select a representative group from whom evidence can be collected. The answer may seem rather obvious, but you must make sure that you obtain evidence from or about the identical people that are specified in your objectives. If the desired changes were made by these particular people, then you were successful in reaching your objectives.

Progress and new developments in agriculture and home economics subject matter for the most part result from the systematic application of the scientific method in solving problems in these areas. The most rapid progress in obtaining adoption of new practices on the farm and in the home results from systematic program planning and extension teaching. But, however large or small in scope our evaluation effort, it should be as scientific and systematic as we know how to make it.



## An Accurate Appraisal

IDA C. HAGMAN,  
Home Economics Specialist, Kentucky

CHANGING times and conditions requires changed methods of Extension teaching. Farm and home development, begun with four pilot counties in Kentucky in 1948, seemed a fine new approach for helping families adjust to changed situations. Basically, it has many merits. The family learns to work together as a whole and considers the farm and home as a unit.

By 1951 not all staff members understood the program and its ramifications in spite of the fact that it had been successfully carried with a limited number of families in 11 of the 120 Kentucky counties. Time seemed ripe for an impartial evaluation to ascertain the effectiveness of the new method.

In order for the study to be an accurate appraisal of accomplishments due to farm and home development,

help in planning and supervising it was gotten from J. L. Matthews of the Federal Extension Service and Ralph Ramsey, Rural Sociologist with the Kentucky Extension Service. Six home demonstration agents and seven county agents interviewed 61 sample families scientifically selected from the 130 families in the program. Ivan C. Graddy, E. F. Daniel and the author, who were responsible for farm and home development, took an active part in directing the study. The interviewers enjoyed the contacts with families in neighboring counties and felt that it broadened their appreciation of what farm and home development does for families.

The evaluation study has been the means of acquainting agents, county advisory committees, and others with the operation and results of farm and home development. Copies were

sent to all Extension workers in the State. It was studied and discussed in training meetings of extension agents, and in district conferences. Since the purpose of this study was to discover the strong and weak points of farm and home development, it was used by the administration to determine future plans. Numerous requests for the study have come from all parts of the United States, from people who are concerned with the new look in agriculture.

In 1954, Dean Frank Welch appointed a committee to evaluate farm and home development with a view to broadening and expanding the program. The former study was used as reference material in considering the merits of the program. This committee listed the merits as follows:

Farm and home development is an effective method of teaching farm families farm and home planning.

Helps farm families to recognize their problems and motivates decision making.

Increases understanding and cooperation among members of the family which improves family relationships and attitudes.

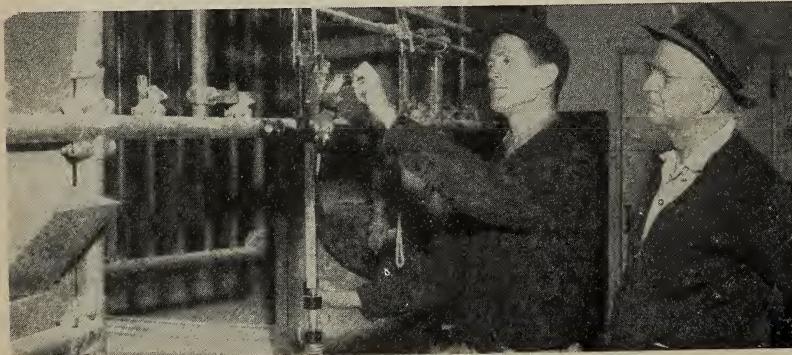
Provides an opportunity for increased income.

Encourages the making of plans for the use of this increased income to improve standards of living.

Accelerates the adoption of improved practices through the execution of the families' plans.

Provides expanded social contacts with people of similar interests and gives an opportunity to exchange experiences in the newer concepts of farming and homemaking.

Increases participation of some of the families in community activities.



Mr. Tatum demonstrates his milk cooling system to G. H. Karner, county agricultural agent.



Mrs. Gilbert Tatum, Marion County, Ky., enjoys her newly equipped kitchen, planned with the advice of the home agent.

Establishes farm and home demonstrations to teach others certain improved practices.

Provides incentive and knowledge for active leadership.

Gives farm families greater understanding and appreciation of the scope of the Extension Service.

Makes for increased efficiency of extension workers because of the intensive, analytical training necessary for the program.

A permanent Technical Committee on Farm and Home Development was appointed in 1955 by Dr. Ernest J. Nesius, associate director, to make a continuous appraisal of the farm and home development approach, materials and methods.

No other Extension program has been evaluated as has farm and home development and no doubt the findings of the evaluation have made a wholesome contribution to the improvement of the activity, and have informed those who had not actively participated in it. Results of the survey have been an aid in interesting other counties to include farm and home development in their programs. At present there are 70 counties with 1,565 families carrying a continuing farm and home planning and improvement program.

*After we interviewed 346 families, we revamped*

## THE COUNTY PROGRAM

MARGUERITE FIFIELD, Windham County

Home Demonstration Agent, and

GEORGE E. WHITMAN, State County Agent Leader, Connecticut

LOCAL LEADERS and county and State extension workers all pitched in to call upon 346 families in our study of the extension program in Windham County, Conn. That was five years ago. There had been many changes in our county since our last study in 1944; population had shifted considerably and the economic status of our county residents had changed a lot in those six years.

We were eager to know if the practices in farming and homemaking that we had been advocating had been adopted, and we wanted facts on our families who were participating in Extension work. Were they exclusively farmers; were they rural residents who did not farm; or were they largely urban people?

We learned a great deal about our program and about our county and made many changes in our program as a result of the study. The figures on readership of a weekly newspaper column were good enough that a major daily newspaper covering eastern Connecticut agreed to run a similar column.

We found out that the women in some areas were not too familiar with the term Extension, which pointed toward the need for a change in our methods of reaching people. Increased use was made of radio. A subsequent check has revealed that this change has brought many more people into Extension activities.

The study substantiated the claim that a high percentage of people have labor-saving devices in their homes. This has changed the home demonstration program to include discussions on the purchase, use and care of this equipment.

Another direct result of this study has been an attempt to establish a long range program plan in the county. We believed that we had failed to give local people enough background and guidance for helping to plan a satisfactory program.

The best solution seemed to be the establishment of a program planning committee with whom the agents could work. This committee was responsible for developing material for the various commodity committees to work with, for giving continuity to the programs, for serving as a training medium for committee members, and for developing the facts and figures which would serve as a base for program planning.

Using the information in the study as a starting point, the committee studied economic, sociological, and other conditions in the county. The dollar volume of agricultural business in relation to other types of business, such as the manufacture of textiles, was investigated. They studied the problems involved in the increasing number of older persons, in the shift of population to urban centers, and similar subjects.

The committee has made two important, far-reaching recommendations: The first is that the Extension Service give more attention to teaching the art of decision making by helping people look at alternatives and teaching them how to select the ones best adapted to the situation. The second is that the agricultural agents consider developing local leaders in the same way the home demonstration and 4-H Club agents have done so successfully. It would enable the Extension Service to reach many more people and would give excellent training in leadership to those who are naturally qualified.

# How Do You Measure Progress

Department of Health, Education, and Welfare  
ANDIE L. KNUTSON,

**E**VALUATION is the process of determining the worth or value of something relative to a given purpose. It is a process of making decisions, drawing together data, judging pertinent facts, weighing the pros and cons of various suggestions, and selecting your courses of action. All of us are making judgments or evaluating almost every moment of our lives. Thus, evaluation is by no means only the problem of the specialist.

The primary purposes of program evaluation are to provide objective estimates of achievement and to provide guidance for the conduct of program activities. Achieving these purposes requires two types of evaluation, namely: (1) the evaluation of program achievement and (2) the evaluation of program progress.

Sound evaluation of program achievement is essential to learning whether or not programs are achieving the purposes for which they are intended.

Evaluating program achievement requires determining the current status of the program and then, after the program has been in operation for some time, determining what changes have occurred. Success in this type of evaluation depends on the precision with which the objectives are defined and the adequacy of the baseline measurements. Controls may be necessary because factors quite independent of the program may influence achievement. For these reasons, the assistance of a specialist is usually required.

The purpose of evaluating program progress is to provide objective guidance for making the decisions necessary in program planning and operation. While the specialist can contribute to progress evaluation, prime responsibility rests with members of the program team.

By means of progress evaluation, it is possible to identify some of the barriers to program success that lie ahead and to find ways of overcoming these barriers. The evaluator in this situation is less concerned with obtaining detailed data of great precision than with obtaining the types of data useful for making program decisions. The value of the findings will depend in good part on whether they make good sense—their face validity. This type of evaluation yields useful results at the time when

they are most needed and thus helps to increase the likelihood of program success. Simple research methods often yield the greatest return.

Almost any program goes through a certain number of phases which, for want of better terms, might be called *exploratory*, *preplanning* or *developmental*, *operational*, and *achievement*. As one program is completed, exploration takes place relative to future program possibilities. Thus, one phase grows upon the other

(Continued on page 186)





Above—Before the kitchen was replanned it looked like this.

Below—This pullman style kitchen is a space saver.

ONCE they had learned of the joys of convenient and attractive kitchens, Fluvanna County, Va. women turned their critical eyes upon their community. They were eager to help other women have the same satisfactions and willing to help improve their community buildings, too, if others agreed. It all started with a home demonstration club project in step-saving kitchens.

After its completion, the county planning committee made a survey by simple questionnaire to determine the number of changes the 300 club women had made in their kitchens and to measure the interest in further home improvement projects. It was also desirable to find out if the women were willing to cooperate in bringing this subject to the attention of other homemakers.

Many homes in Fluvanna County needed remodeled kitchens, others needed the equipment rearranged, and some homes needed new equipment to make the kitchens modern and convenient. Before these changes

could be brought about, the homemakers first had to have the desire and the know-how.

Definite objectives were set up by the county planning committee as a guide for all the members and especially the 12 to 15 local leaders. To create more interest and give the women additional information on modern kitchens, county-wide meetings were held, tours conducted, educational exhibits shown, and articles written for the papers.

Interest ran high. Attendance at the meetings was far above average, 3 new home demonstration clubs were organized, and membership in other clubs increased.

Not only were kitchens made into more attractive and efficient workshops but other parts of many homes received critical appraisal, often followed by a new look through structural or redecorating changes. Interest in home life was stepped up, there was pride of accomplishment, an appreciation on the part of the family, and frequent evidence of

*An Evaluation  
of a Kitchen  
Project Led to*

## A HOME IMPROVEMENT CAMPAIGN

KATHERINE T. OMOHUNDRO, Fluvanna County  
Home Demonstration Agent, Va.

more concern for the community. Attitudes changed as new homemaking practices were tried and liked. Each member agreed to pass along the information and know-how to friends and neighbors.

The same persons who had taken the lead in the home improvement program became the leaders in getting new churches built and old ones refurbished. Two new community houses were constructed, a parsonage was built, and even new quarters for the extension staff became a reality.

Formerly housed in an old school building, the extension staff now shares excellent quarters especially purchased by the county for them and the health and welfare departments and other county officers.

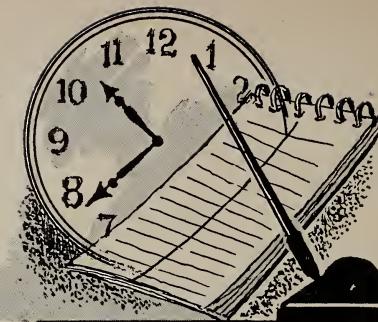
We are sure that our questionnaires which are circulated to all members at the end of the year's program are the secret to planning the program for the following year. They give us the information that "tells us where to go from here." This has resulted in home improvement getting the major emphasis for several years.



# Our Time-Use Study

## WAS AN EYE OPENER

HARRIET PROCTER, Addison  
County 4-H Club Agent, Vt.



**W**E KNEW the work load was top-heavy, that there must be some way to do our jobs more efficiently. As a body the Vermont 4-H staff members agreed to face the problem and try to find the solution.

The Federal Extension Service, to whom we went for help, assigned Mrs. Laurel Sabrosky to assist us in analyzing our work load. She developed a plan that called for each agent to keep a detailed record of how he spent his time for two weeks during the year. The two weeks were not consecutive and were assigned without prior notice to the agent.

Thirteen county workers took part in this study, contributing detailed reports on 26 weeks, or just half a year. Mrs. Sabrosky compiled the facts, analyzed them and met us in a State conference to discuss them.

Time spent that seemed disproportionately high was in the following activities:

Conducting events ... 26 percent  
Preparation for

events ..... 16 percent

Travel ..... 14 percent

Time spent that seemed too low, considering the importance of the activity, was as follows:

Organizing ..... 2.5 percent

Informing ..... 2.5

Teaching ..... 5.0

Planning ..... 7.0

Evaluation ..... 0.0

The time spent organizing divided up as follows:

Getting leaders.... 50.0 percent

Getting members .. 13.0

Starting clubs ... 6.0

Election of officers. 13.0

Working with leader  
groups ..... 7.0

Community  
committees ..... 6.0 percent  
Motivating people... 5.0

This is only a portion of the summary drawn from the agents' reports. Space here is too limited to go into further detail, but one more fact should be mentioned. The report showed an average work week of 61 hours. The next step after the discussion was the appointment of a committee of five club agents and two State leaders to study the report further and to recommend attitudes and methods that would enable a club agent to make more effective use of his time.

With the advice and encouragement of J. E. Carrigan, our State director of the Extension Service, this committee explored the entire 4-H program, looking at it with a critical, start-over-again attitude. After many meetings the committee made a report to the entire 4-H staff which was considered, adjusted, and accepted. Some of the conclusions we reached are summarized in the following paragraphs.

### Conclusions

4-H activities on the local level are the most important part of our work. All members are being reached locally while progressively fewer take part at county, State and National levels.

Folks in the community know their situations better than an outsider. Town or community committees should logically make the decisions, select the leaders, support and assist the leaders, and encourage club members and their families. Club agents should assist

the local committees and work with the leaders.

Much, much more needs to be done to give Mr. and Mrs. Adult in all of our communities a real understanding of 4-H activities and their objectives.

We need to take a broader and more thoughtful approach in our work with leaders. One move has been to encourage within each club an organization leader and a separate leader for each project. Another effort has been in the direction of a few separate meetings for beginning leaders. Understanding young people and developing club programs are areas needing more study.

Enrolling more different boys and girls at the age of 10 years was given first priority since 80 percent of our enrollment already falls in the 10-15 year age range. Other segments of the 10-21 year age range have their places in the priority list.

Some of the changes in our practices that have resulted from this time-use study are mentioned in the following paragraphs to give you an indication of the study's influence.

Previously, boys and girls at the time of enrollment received a membership card and button. Now they receive in addition a welcoming letter, and their parents receive an appropriate introductory letter, too.

Club leaders formerly received a pin only on completion of their first year. Now a special pin is also given as they join the program so that they can be identified immediately by others.

We take a good  
look at the

# WOMEN WE SERVE

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All club member reports for the year go directly to the local club leaders who summarize these reports and return them to the club members. The reports of the club leaders are studied by the agents, and are used for the county annual report.

Club leaders have been furnished with a leaders' handbook giving general background information and definite detailed information on the many different experiences the local club may give the club member.

More emphasis is being given to the all-around development of club members than to their project achievements alone.

The thoughtful, analytical approach used in the Time Use Study by the Vermont 4-H Club staff is being carried on through a Program Evaluation Committee which makes recommendations to be considered, adjusted, or accepted each year. At our fall staff conference, Mrs. Sabrosky will be assisting us with a three-day workshop on evaluation.

Has it been worthwhile? In 1951, we had 749 local leaders. By 1954 our leaders numbered 1,180. In 1951 we had 22 community committee members. By 1954 we had 501 adults serving the families and the club leaders of their towns. For these and for other reasons we feel that we are on the right track. What seems really important to us is that club agents, State leaders, specialists, parents, committee members, and local leaders pool their best thinking toward developing a program that helps boys and girls to become capable, well-adjusted individuals, responsible community members, and leaders.



MARGARET E. HARRIS,  
Home Economics Specialist, Michigan

**W**HO ARE the women who belong to home demonstration clubs? Michigan agents wanted to know the answer to this question so they could better plan their programs.

A random sample was made of approximately 100 in each of the 83 counties in Michigan. A total of 6,385 questionnaires were summarized after the results were tabulated by counties, then by the four districts.

The information was divided into two parts. The first includes the age of members, source and amount of income, years of education, number of years a member, number and ages of children, and similar facts. The second part concerns the opinion of the members on the value of different programs and methods used in the home demonstration projects.

The uniformity of replies from widely separated counties and districts, both in factual material and in opinion, is quite significant. It supports the belief that homemakers' problems and interests are similar

regardless of the geographical locality.

The 77 percent turnover in membership during the last 10 years was a surprise to many, and will be a strong influential factor in future program planning and development. State membership has been relatively stable in the past five years, increasing from 36,000 to 41,000. Twenty-two percent have been members less than two years, while 28 percent have belonged 2 to 4 years. Another 27 percent were 5 to 9 year members.

The study showed that 44 percent of the members are under 40 years of age, which means that the programs should provide for the needs of young homemakers with children. Thirty-five percent of the members have children 14 years of age and younger, and another 9 percent have children in their teens.

The net income reported by the women indicated that the members come from widely divergent economic groups. Twenty-one percent have less than \$2,500 annual income; 53 percent have \$2,500 to \$4,999; 21 percent are in the \$5,000 to \$7,499 group; and 1 percent of the members have \$10,000 or over.

We have concluded that our programs must continue to assist the women to sew, upholster and refinish furniture, to make the best use of food, both for good nutrition and economy, to better manage their time and energy, and to learn more skills in family living.

A high degree of interest was expressed in such subjects as public questions, community projects, and international topics. The women also want more programs on school needs, taxation, farm programs, and other public questions. There was equal interest in safety, health and related topics.

The information which this study yielded will be useful in planning our programs for several years. Women are eager to improve their homes and family relationships, they are willing to seek the individual help of home demonstration agents, and they like to belong to a group. The conclusions to be drawn from the study are a challenge to the entire home demonstration staff. We must supply the facts and effective methods of imparting them.

# Tools for Testing

JEWELL FESSENDEN,  
Federal Extension Service



WHEN WE evaluate extension programs, we are seeking evidence on what we hope we have accomplished or will accomplish. How is the evidence obtained? Not by intuition, not by accident! Evaluation is a built-in part of good extension planning and teaching. Evidence of accomplishments is not obtained a la carte. It is, rather, like a well-planned diet, carefully thought out in advance and designed to fit various needs and purposes.

Evaluation devices are many. Generally we do two types of evaluation in Extension—formal or intensive, and informal.

## Formal Evaluation

The more formal or intensive type of evaluation requires specific skills and facilities, and requires longer periods of time. This type is usually referred to as a research study. The average extension worker does not attempt this type of research often, and only if skilled assistance is available. However, some of this type of research is needed.

## Informal Evaluation

Informal evaluation should be a part of everyday Extension teaching. Many methods and devices are used for informal evaluation. Whatever the method or device used, you must first consider the following two points:

(1) What is to be measured, or changes expected in knowledge, attitude, understanding, use of practices, skills, interests, or needs?

(2) Who was expected to make the changes? Families—farm or non-farm, men, women, boys, girls, club members, nonmembers, leaders?

When one has decided on changes to be made and who is expected to change, then the plan or device for collecting the evidence must be selected. Each device must be adapted to what was desired and what was taught, and methods to be used in collecting the information. Any device must assure valid information and should be representative of people reached or intended to be reached. Let's take a look at a few informal methods and devices.

## Look to See

Extension workers have many opportunities for personal observation through seeing and hearing. Though you are limited in the number of people or items that can be observed, observation can be very useful. "Look to see" is a good slogan to keep in mind when observing. If a home visit is made, what are you going to look for? A home agent, in studying a farm kitchen with a list of items to be checked, made this comment, "I had been in this kitchen many times before but I never saw the needs until I used a list to check by." She hadn't "looked to see." Writing it down is one sure way to remember. A written observation should show *what you saw, where you saw, how many times you saw, who was involved, and what problems or objectives were in your mind.*

## Listen to Hear

"Listening to hear" is also a good motto. Keep your "listening aid on and tuned in." Look and listen for evidences of what you are trying to teach, or results of methods you've used. Be careful that what you hear is interpreted and measured in terms

of who said it. Sometimes an agent may say, "The farmers in my county do not believe in this program." This conclusion could have been drawn from hearing only half a dozen farmers who were most talkative and who were not in favor of the program.

A show of hands in meetings is valuable if correctly used and recorded. During a 12-month period, a subject matter specialist, through a show of hands and careful counting and recording, had answers from more than 1,500 people on 5 items of household equipment used by these people. Cards had been prepared in advance listing questions to be answered. The questions were asked casually during the meetings and were a part of the teaching process. The results were interpreted only as representative of those present.

## Check Sheets

Check sheets are used to determine interests, attitudes, and accomplishments. As already mentioned, they strengthen observations and provide a form for systematic recording.

## Questionnaires

Extension workers use this device often. Questionnaires are used for formal or informal evaluation. Every questionnaire should be checked carefully to be sure that the right information will be obtained. Dr. Gladys Gallup offered the following suggestions on drafting questionnaires:

1. Is the question related directly to the purpose of the study?
2. Can there be any question about the definition of any word in the question?

(Continued on page 188)



Home Builders Clinics were sponsored this year by the Knox County Council of Community Clubs together with the Home Demonstration Club Council. Representatives of both groups here plan the clinics with the extension architect, Max Folkner, and the Knox County home agent, Margaret Morten, (second from left).

COMMUNITY organizations in Knox County, Tenn., help suburban as well as rural families build better neighborhoods.

Knox is a "suburban" county. Knoxville, the county seat, is one of the State's major cities. Families throughout the county depend on income from employment in the city, or at nearby Oak Ridge and Alcoa plants. Only a few Knox communities can list farming as the major income source.

Organized community clubs offer an excellent channel for Extension help to suburban as well as rural families, according to Knox County Agricultural Extension agents.

There are 30 organized communities in Knox County, many organized for several years. Since 1948, they have been united into a County Council of Community Clubs. County Extension agents work closely with both Council and individual clubs. Their encouragement of these organizations and services to them through the years have been a major factor in their existence and success.

Through their community clubs, Knox families identify their needs and problems, plan action, inspire and implement individual and family progress, and carry out community improvement projects of amazing scope.

The clubs are not Extension organizations. They are organized and operated by the community residents, and membership includes both adults and young people. By encouraging their organization, helping them succeed in their operation, and putting

## EXTENSION CHANNELS THROUGH COMMUNITY CLUBS

ROSSLYN B. WILSON  
Assistant Extension Editor,  
Tennessee

at their disposal Extension information in planning and carrying out their projects, the Extension Service can reach more effectively a much greater number of people, says B. L. Gilley, assistant county agent. Gilley's major assignment is work with these clubs.

Many community projects are aimed at sounder use of family resources for better income. In farming communities, this involves promotion of better farming practices and new enterprises, and dissemination of information on research findings and marketing news. One such community this year has held eight special farmer meetings to talk over pastures, soil testing, soil conservation, farm programs, and other problems.

In both suburban and rural neighborhoods, the clubs sponsor garden

contests and tours, and emphasize food production, preservation, and storage. Other activities focus on "do it yourself" and better home living. Meat cutting demonstrations, tailoring schools by home demonstration club leaders, better home lighting programs, kitchen planning workshops, home recreation, family devotions, and home grounds beautification are only a few of these projects.

Community action for improved community life and services involves projects such as road improvement; telephone service; community parks and playgrounds; organized recreation; sponsoring 4-H Clubs and other youth organizations; health activities; water districts for adequate and safe water supplies; community fairs; choral groups; church and school improvements; and civil defense.

The community clubs serve as the integrating force for the activities of the variety of "special purpose" organizations existing in most neighborhoods. For example, the Parent-Teachers Association is often an integral part of the community club, which broadens interest in school improvement projects.

The County Council, made up of representatives of all organized communities, sponsors activities in the interest of the entire county and its individual community clubs. It is the organized voice of rural and suburban Knox County, and the focal point for cooperative action with other organized groups.

Council activities include annual  
(Continued on page 182)

# Program-Plan of Work-Program

## PROGRAM

A statement of the problems to be undertaken, and the general objectives to be achieved.

1. *Problems* - Statements of situations which require change, have significance to people and can be resolved through planned educational effort.
2. *General objectives* - Statements of what is to be accomplished in regard to the problems in terms of the people concerned, the kind of changes to be developed with the people and the content or subject matter area(s) in which the change is to operate.

## PLAN OF WORK

A definite outline of specific changes to be developed in people and the procedure for accomplishment.

1. *Problems* - Problems identified in the program.
2. *General objectives* - Based on the problems in the program.
3. *Who is to be reached* - Identification of the groups or particular people concerned with each of the various problems.
4. *Specific objectives or changes to be achieved*. Delineation of all the specific educational changes necessary to the accomplishment of the general objectives for each of the problems in the program.
5. *Information or subject matter needed* - Selection of the vital and important subject matter that is essential for each problem in order to help the people accomplish their objectives.
6. *Teaching methods, techniques and materials to be used*. Choice of methods, techniques and materials appropriate for the people concerned and the objectives to be accomplished for each problem in the program.
7. *Calendar of work* - Determination of when each activity or job is to be done.
8. *Evidence of accomplishment*. Identification of what is expected of the people concerned as a result of the program.

EXTENSION PROGRAMS PROGRESS THROUGH SEVERAL PHASES. THESE PHASES DO NOT NECESSARILY FALL INTO A SET CHRONOLOGICAL ORDER. THESE PHASES DO OCCUR IN ONE WAY OR ANOTHER, IN SUCCESSFUL PROGRAMS AS THEY ARE CARRIED THROUGH. EXTENSION WORKERS WHO WANT TO IMPROVE THEIR EFFECTIVENESS MAY FIND THE ABOVE DIAGRAM SHOWING THE RELATIONSHIP OF PROGRAM, PLAN OF WORK, AND PROGRAM EVALUATION USEFUL IN THINKING THROUGH THEIR OWN METHODS AND PROCESSES OF PROGRAM DEVELOPMENT.

GOOD EXTENSION PROGRAMS ARE BASED ON PERIODIC EVALUATION. PROGRAM EVALUATION CAN ONLY BE DONE IN TERMS OF WELL THOUGHT-OUT PLANS OF WORK WHICH ARE BASED ON RECOGNIZED PROBLEMS AND OBJECTIVES IN A PROGRAM. EVALUATION, PLAN OF WORK, AND PROGRAM ARE INTER-RELATED AND NEED TO BE GIVEN AN INTEGRATED AND COORDINATED APPROACH.

# Program Evaluation

J. Neil Raudabaugh, Federal Extension Service

## PROGRAM EVALUATION

Scientific process of determining if objectives are reached.

1. *Problems* - Decide which problem(s) are to be evaluated.

2. *General objectives to be achieved* - Select which objective(s) are to be evaluated.

3. *Who has been reached* - Identify the groups or particular people reached and could be expected to make changes.

4. *Specific objectives or changes to be achieved* - Select and define the specific objectives or changes to be studied.

5. *Information or subject matter taught* - Identify the specific information or subject matter taught.

6. *Teaching methods, techniques and devices used* - Describe the particular methods, techniques and materials actually used.

7. *Calendar of work* - Review when each activity or job was done.

8. *Evidence of accomplishment* - Identify what could be expected of the people as a result of the program.

9. *Measuring device* - Develop a device in keeping with the objectives selected for study and the evidence needed to measure accomplishment.

10. *Face or descriptive data* - Decide on data needed to determine the characteristics of the people who make changes as contrasted to those who do not.

11. *Sampling of the population* - Define the population and the portion of the total population from which valid results can be obtained without testing the total number.

12. *Collection of data* - Plan exactly how, by whom, and when the data will be obtained.

13. *Editing, tabulation and interpretation of data* - Check record form for omissions and inconsistencies, develop techniques and materials for tabulations and decide on analysis in light of use to be made of the data.

14. *Presentation of data or findings* - Develop a plan for presenting data or findings to the people concerned.

This cycle continues -- change in problems and situations -- Back to Program Planning.

## We learned anew that People like to **PLAN THEIR PROGRAMS**

EVELYN SCOTT and M. GIST WELLING,  
Assistant County Agents, Cecil County, Md.

UR SURVEY of Cecil County, Md. residents, made in February 1954, has supplied us with a wealth of information which we have tapped over and over in our conferences and especially in our program planning meetings.

We knew before that people prefer to plan their own programs, but the survey definitely established it as a fact. Seventy-five percent of the women who participated in our programs indicated they would like to help plan them; even half of those who are not club members said they like to have a voice in planning; and 86 percent of all the farmers interviewed expressed an interest in planning the county program.

As a result of that interest, subject matter committees, such as dairy, poultry, and brucellosis control, are being formed to help in program planning. Because the farmers also stated a desire to have result demonstrations on their farms, it has been easier to arrange for demonstrations on red clover varieties, alfalfa weevil control, corn fertilization, and controls for giant foxtail, weeds, the cornborer, and Japanese beetles.

The Cecil County staff also realizes anew how important it is to utilize fully all the various information media to reach the people in the county. In planning our work now we can measure this part of the job more accurately and allow time for it.

Interest in 4-H Club work was uncovered through the survey and stimulated by Assistant County Agent

Allen Bryant. He has located prospective leaders for both youth and adult Extension teaching activities.

A fourth of the women club members are employed outside the home, a factor that has already influenced the content of home demonstration programs. More emphasis is being placed on time and energy management. The time of day for holding meetings is also being reconsidered.

Only one-fourth of the women are under 40 years of age; 43 percent are between 40 and 60; and 33 percent are 60 or over. Assuming that the younger women need our help, we are making a greater effort now to reach them through special interest and workshop meetings. Trained leaders are conducting the work, especially in the field of clothing. We believe that the young homemakers as a group are best met in other than regular club meetings.

The women also said that 36 percent of the ideas they had put to use were learned from method demonstrations given by the agent and 33 percent of the ideas came from project leader demonstrations. This is a strong indication that the trained leader is an effective teacher.

The Cecil County survey was done cooperatively with the USDA Division of Extension Research and Training, the Rural Sociology Department of the University of Maryland, and the Maryland Extension Service. It has proved to be an excellent training experience in the organization, the conduct, and the evaluation of the study.

Preliminary findings were presented at a program planning workshop for all home demonstration agents. Later a complete summary describing the purpose, organization, conduct, and results of the survey was presented in a skit at the annual extension conference. This presentation appeared to bring the value of the survey findings to the attention of the group in an interesting and effective manner which resulted in a greater appreciation and use of the data.

### **Extension Channels**

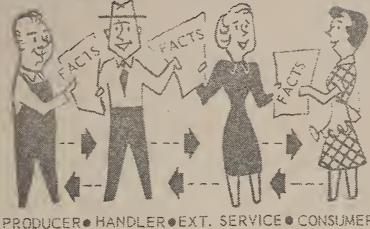
*(Continued from page 179)*

community leader training clinics; special educational farmer meetings and tours; home builders clinics; rabies clinics; chest X-ray service; a Christmas window display contest for Knoxville merchants; an annual community picnic; joint sponsorship of an annual Christmas parade, and of the county community improvement contest; and many others.

The Council is an effective channel through which the services of various organizations and agencies can be directed to the organized communities. For example, the Council and the county library jointly plan rural library services. County library stations have increased tremendously as a result. Widespread use and understanding of other services, including Extension, is obtained by fitting them into the pattern of community organization.



# Half of



PRODUCER • HANDLER • EXT. SERVICE • CONSUMER

## Louisville



## Listened

EXTENSION  
MARKETING  
INFORMATION



GALE UELAND,  
Federal Extension Service

DO YOU write newspaper columns, give radio talks or participate on television shows? If you do, some of the findings of the evaluation study of the Extension Service's Consumer Food Marketing Information Program at Louisville, Ky. may be of value to you. The study was designed, primarily, to determine the effectiveness of that program and to get facts that would strengthen the work, but many of the findings have application for all extension workers.

Consumer food-marketing information has appeal to urban people, they

will read, view, and listen on a regular basis. The study showed that two-thirds of the population of Louisville had been reached at one time or another through newspapers, television, or radio. Nearly half of the population, or about 250,000, were reached regularly. The majority of the people reached used the information provided.

More than one mass media outlet needs to be used to reach large numbers of people. The study showed that over two-thirds of the people reached were contacted by only one of the three major media used (newspapers, television, radio).

You need to know the listening, viewing, and reading habits of the people you want to reach. One guide in determining the amount of time you can justify on any one method is knowledge of the potential audience which can be reached. Ninety-six percent of the households in Louisville had a radio set. The findings showed, however, that the time at which the consumer information worker gave a weekly radio program a very small percentage of homemakers ever listened to their radio.

To reach the maximum number of homemakers in Louisville the radio program should be scheduled between 7 and 9 a.m. weekdays. Seventy-one percent of the households in Louisville had television sets. More families with children had sets than those without. Thirty-four percent of those with television sets or access to a set watched television programs at noon-time. The Extension television program was at 12:30 on Wednesday and Thursday afternoons. This time was about as satisfactory as any afternoon viewing time. Television viewing in Louisville was heavier in the afternoon than in the morning. Ninety-two percent of the people interviewed regularly read the afternoon paper. This was the paper that carried the weekly food-marketing column.

Good trade contacts are essential if Extension workers are to be in a position to provide a true picture of the food situation. The study showed that there was excellent trade support for the Extension Service program in Louisville. The consumer marketing information worker was

able to get much valuable and accurate information from the trade. The consumers believed that the information they received from the newspaper, television, and radio material presented by the consumer information agent was what they found later to be the situation in the stores.

Consumer marketing information does create better understanding between consumers, handlers, and producers. The study indicated that producers and handlers were kept informed of consumers' needs and problems. Consumers encouraged the use of handlers and producers as guests on radio programs and television shows.

Consumer information programs cannot be based on information on price and nutritional value alone. Those interviewed frequently placed price and nutritional value lower in importance in determining their choices than quality, convenience, and family preference.

Recipes, while having a lot of appeal for people, are not the most helpful information for readers, listeners, and viewers. The study indicated that information on food buys, selection of food, prices, and their trends were used more often by those receiving it than were recipes. Sometimes a suggested use or recipe helps to create interest.

Well-qualified personnel are essential to the success of any program. Many Louisville consumers said that the consumer food-marketing information worker was the reason they continued watching the radio and television programs. Her personality and ability were factors in holding the audience.

Many of these findings only verify previous findings or convictions. They do, however, again remind us of the importance of knowing who our audience is and gearing our information to suit their interests and needs.

This study did not show the extent to which the program had influenced the buying habits of food shoppers. However, further studies of consumer food-marketing programs are now underway, and it is hoped that these studies will include some attention to the extent to which these programs affect the buying habits of the food shoppers.



# *The Home...Focus of our Research*

ROBERT C. CLARK, Assistant Extension Director and State 4-H Club Leader, Wisconsin

WITH THE INCREASE in population and developments that make for longer life, there are more youth and aging people with whom to work. Migration from farms to urban and suburban areas presents certain problems. Great numbers of city workers are now living on the rural routes, too, and in some cases supplementing their incomes or getting other satisfactions out of part-time farming. How can the Cooperative Extension Service more ably assist these enlarging groups with their problems?

In guiding the course of the Cooperative Extension Service, important decisions are continually being made that affect the size of the staff, content of the program, and procedures to be followed in assisting people in helping themselves. Research can provide essential facts upon which such decisions can be made. Such facts also help us correct wrong decisions and adjust more quickly to changes in the needs of the people we serve.

Programs are being adjusted to place greater emphasis on the farm family approach to decision making.

Marketing and consumer education are recognized as important, along with efficient production. How to best serve the low income farmer and his family is receiving public concern. Both farm and urban people are becoming more and more interested in issues of public policy that affect wages, prices, security, and the conservation of human and physical resources.

Efficient production continues to be a goal of Extension work. Why should as much as 10 to 15 years be required to translate the findings of research into actual increased yields? Result demonstrations often take years to convince the neighbors that an improved practice is both practical and profitable. Too long a time elapses between the discovery of a new product or practice and its use on our farms or in our homes.

Additional facts and principles arrived at by the application of the scientific method are urgently needed to define the interests and needs of the people with whom we work, the type of person and training best suited to Extension work, effective organization of staff and financial

resources, methods of communicating information, and results of Extension efforts.

Land-grant college experiment stations and other research agencies, working in close cooperation with the State and Federal Extension Services can provide much of this needed information if the importance of such research is recognized and supported by the agencies whose very future is dependent upon it.

## **Research Helps Administrators**

Well qualified Extension workers are the most important single factor in a successful program. Basic research in the types of training and related experiences which Extension workers should receive, in both their undergraduate and graduate programs, has contributed greatly to more effective preparation for the job.

Personal qualifications and backgrounds of experience that enhance success in Extension also are better understood as a result of research in this field. Job analyses will clarify what is expected today of the county agent, home agent, 4-H Club agent, and specialist by lay people, county boards, Extension supervisors, and administrators and will provide further objective facts upon which to base our selection and training of personnel.

How much expansion of personnel and in what program areas can be justified in the counties and on a state-wide basis? Fortunately, Extension is a voluntary program. Through the use of surveys, careful evaluation, and close contact with leaders of farm groups, Extension can see and seize opportunities for service.

Adapting the Extension program to particular segments of our population such as the young people has been greatly facilitated by studies of interests and needs of youth, how they can be motivated, and what types of group experiences appeal to



County agent discusses farm problems with couple around dining room table.

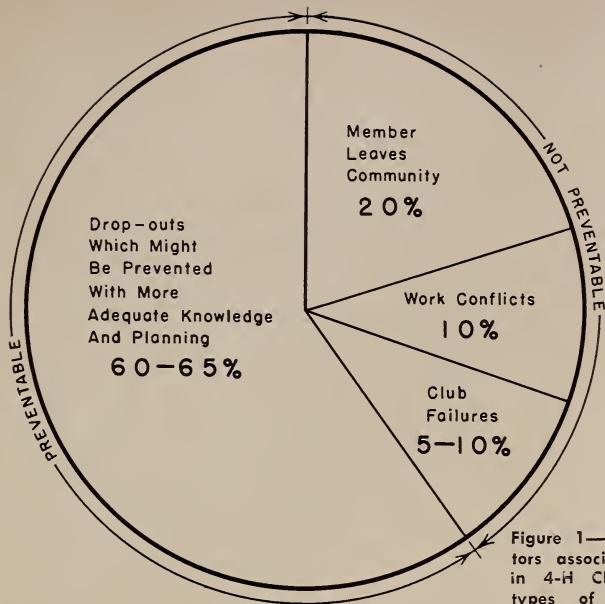


Figure 1—A recent study of factors associated with reenrollment in 4-H Clubs showed that the types of conditions could be grouped as shown here.

them. Research related to why some boys and girls continue in a 4-H Club for several years, while others either do not join or drop out in a year or two, is beginning to show us how to improve the club organization and the program.

### Certain Studies

In a recent study, "Factors Associated with Reenrollment in 4-H Clubs," that is being published as a Wisconsin Experiment Station bulletin, James H. Coop and the author found that the types of conditions could be grouped as you see in Figure 1.

Similar studies have been conducted of member characteristics and interests in homemaker councils, commodity groups, and urban and suburban residents who seek to make use of the information provided through the Extension program.

A better knowledge of the teaching methods and communications media which are securing reasonable results increase the effectiveness of Extension's resources. Studies in program planning and development by the Extension Research and Training Division of the Federal Extension Service, have provided valuable insights into methods of involving people and stimulating their interest and par-

ticipation. Adjustments in program content and effective teaching methods, based on long and short time objectives and available staff resources, have been determined through evaluation of various proj-

ects. Research in the psychology of learning, human relations, group dynamics, and use of visual aids, press, radio and television can continue to improve our teaching skills.

In a recent study of Adaptation of Improved Farm Practices as Related to Family Factors, Research Bulletin 183, Eugene Wilkening of the Wisconsin Agricultural Experiment Station staff, found that certain sources of knowledge influenced farmers to use grass silage. See Figure 2.

Immediate practical information can come out of studies in the field of agricultural information. Faced with the choice of publishing a brief, compact leaflet or a comprehensive reference booklet on a given subject, the Wisconsin Extension editorial office made a survey of farmer opinions. Testing two different kinds of dairy feeding booklets in an above-average dairy area, William Carpenter found sizable blocks of farmers casting a vote for each kind (Wisconsin Agricultural Journalism Bulletin 72). Education, age, size of farm, tenure status and length of time in farming did not prove to be major factors in

(Continued on page 188)

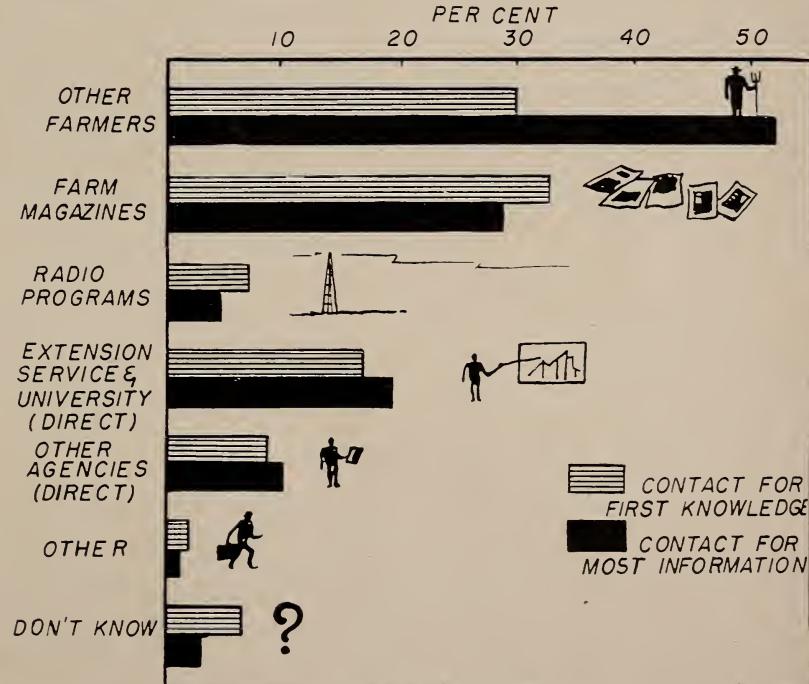


Figure 2—Percentage of sample farmers reporting different types of contacts as the source of most information about grass silage.

## Measure Progress

(Continued from page 174)

in the manner of a spiral. Overlaps occur in this general pattern since many programs are likely to be concurrently in operation and at different stages of development. It is helpful, however, to think of progress evaluation as applicable at any phase within the framework of this program cycle.

In applying progress evaluation, it is essential to distinguish between the long-range objectives, the intermediate steps which need to be taken to achieve them, and the housekeeping activities which are not concerned with the achievement of objectives. Records of the number of hours worked, the number of materials prepared, and the amount of money expended may be useful as measures of effort. However, such housekeeping records should not be interpreted as evidence of progress.

Questionnaires, interviews, projective tests, group discussions, analysis of statistical data—all of these techniques can be used to gather the necessary data for determining whether intermediate program steps are being achieved. Whichever method is used, it is important to try to obtain the other person's identification of needs, wants, or effects from his point of view as he describes them. Care needs to be taken that the very nature of questions or approaches does not limit his thinking to the professional person's ideas about possibilities.

## Questions To Ask

Summarized below are a few of the questions to consider in applying progress evaluation within the various program phases. Adequate answers to such questions may be obtained from small sample studies, provided that the individuals are selected in such a way that they are representative of the people for whom the program is intended as well as those by whom the program is planned.

The exploratory phase of the program is concerned with identifying the problem, determining the primary needs or wants, and defining the situation about which something must be

done. Decisions made during this phase of the program are often a key to the success of the program. Questions of progress evaluation include: "Have the interests, needs, or wants been adequately identified? Have all essential facts available been considered? How does the farmer see the problem? What does he know and think about it? What solutions does he consider possible and acceptable?"

As the needs of the program are identified and the situation defined, program planning is focused toward determining the specific objectives, the philosophy, and policies which will be followed, the kind of persons needed to work on the problem, the types of resources available, and the methods, techniques, and procedures to be used. During this preplanning phase, the questions of progress evaluation are: "Have the program objectives, philosophy, and policies been fully agreed upon, formulated, and written down? Have adequate criteria been developed for selecting people to carry out the program? Have all available resources been identified? Are the methods or approaches selected the ones most likely to prove successful in achieving the program objectives?"

The preplanning phase is in many ways inseparable from the operational phase. One flows gradually into the other, for the operation of an educational program involves continual development, testing, and revision of methods and procedures. During the operational phase of the program, primary questions of progress evaluation include: "Do the people understand the program purpose? Is the purpose one they want to achieve? Are the practices recommended in accord with their habits and customs? Are efforts at communication successful?"

To the extent that the questions of progress evaluation are adequately answered in the course of the program planning and development, the likelihood of program success is increased. Interpretation of data obtained in final evaluation of program achievement will also be facilitated. But only through adequate evaluation of achievement is it possible to determine long-range program effects.

## TRY THIS TEST

Are you willing to take a public relations test? A committee of Colorado Extension workers, mostly county workers, developed a public relations check sheet recently. Try these questions out on yourself:

1. Do I represent Colorado A. and M. College to the best of my ability?
2. Do I give rural people the privilege of meeting specialists and other college representatives visiting the county?
3. Do I answer all letters promptly?
4. Do I review news releases to insure accuracy and the elimination of statements which may unnecessarily create antagonisms?
5. Do all callers at my office feel that they are welcome? Does the office reflect a friendly efficient atmosphere?
6. Have I helped the office secretary to meet the public in such a manner that will be reflected on our service?
7. Do I always inform the secretary where I can be found and when I expect to return?
8. When it is necessary to close the office, is information provided as to time of reopening?
9. Do I recognize and show appreciation for a job well done—by associates, all cooperators, specialists, etc.?
10. Do I respect information given me in confidence?

## Formosa Has 4-H Clubs

From far away Formosa comes word from A. J. Brundage, Rural Youth Improvement Specialist for F. A. O., China Mission, and formerly State 4-H Club leader in Connecticut, asking for samples of 4-H material recently issued by the Massachusetts Extension Service. He asked specifically for the leaders' guide, Health in the 4-H Program, and A Junior Leadership Certificate.

Mr. Brundage is organizing rural youth programs throughout Formosa under the auspices of the Joint Commission on Rural Reconstruction. He has his headquarters at Taipei. He has been on the island of Formosa for about 3 years with the exception of a few months last year when he and Mrs. Brundage visited the States.

# Our Families Wanted Facts

LESLIE FRAZIER,  
Rice County Agricultural Agent,  
Kansas



THE EXTENSION Council in Rice County, Kansas, is an alert, intelligent group of people who take their responsibilities seriously. When they decided they wanted more facts about their own county before they recommended the program for the next year, they also agreed to help get that information.

We have four on our county Extension staff besides myself. Mabel R. Smith and Alice Miller are home demonstration agents. Dale Watson is the 4-H Club agent and Al Manis is my assistant. We work closely with the Extension Council, but they took the lead in this study.

More than 150 farmers and home-makers gave their time on 8 committees of 22 members each and helped to interview farm families selected by random sample for the purpose. Almost 250 families, single or multiple units, were selected from 1,106 farm families for the survey.

Eleven percent of the farm families were interviewed on all phases of home economics, farmstead planning, and crops and soils problems; 18 percent were cattlemen, 17 percent, sheepmen; 16 percent, swine

growers; 16 percent, dairymen; and 17 percent, poultrymen.

Farm and home problems were divided into the following 8 classes for survey purposes, and a committee assigned to each: Poultry and livestock, health, nutrition and safety, crops and soils, home management, family living, farm business economics, farmstead planning; and planning with youth and 4-H.

Questions for the survey were prepared by the chairmen of these 8 committees, with the help and advice of the Extension staff. Leonard Neff, district supervisor for Extension Service, Kansas State College, explained to all members of the committees how the interviews would be made.

After the questionnaires were answered the replies tabulated, the committee chairmen and the Council studied the information very carefully. They found that the farmers wanted more information on new legislation, particularly on social security provisions and on the new egg law in Kansas.

Based on the needs revealed through this study, the 1956 pro-

gram will emphasize programs on control of brucellosis, mastitis, rodents, and tuberculosis, taxes and inheritance laws, safety and civil defense, and soil management. It was also decided to hold 4 to 6 community farm tours so leaders in 4-H, home economics and agriculture can work together more effectively on program planning and development.

In the future more emphasis will be laid on farmstead improvement, such as windbreaks, plans for buildings, and landscaping; and more attention will be given to phases of family living, including management of time, money and energy.

A comparison of the 1947 records with the 1955 study pointed up the progress made in certain areas such as swine practices for example. There has been an increase of 16 percent in the use of purebred boars, 18 percent more farmers are exercising sows before farrowing, and there's a 10 percent increase in the number of farmers using protein supplement. More farmers are scalding farrowing pens and using pig brooders. Starting pigs on self-feeders at an early age

(Continued on page 191)

## Tools for Testing

(Continued from page 178)

3. Are the words in each question familiar to the person who is to answer.

4. Are questions simple, short, clear and concise.

5. Have you avoided asking leading questions—questions worded in such a way as to suggest answers.

6. Have you avoided "double-barreled" questions that have more than one idea.

7. Are definite time limits on questions specified, for example, "During the past year."

8. Has a check answer—yes and no been used whenever possible.

9. Is there an opportunity for the respondent or cooperator to indicate that the question does not apply to him or her.

Every questionnaire, whether long or short, should be tested before actual use. A questionnaire may be a simple card form to find out whether a group has learned what was taught. Example: A group of farmers attend a meeting on marketing. The specialist or agent wants to know what the audience learned. Two USDA marketing specialists suggest the following form for use in checking on what was taught:

Are consumer wants important?  
(quality, variety, package, size, etc.)

Yes....No....Not Sure....  
Is the competition from other

areas important?

Yes....No....Not Sure....  
Does the marketing process provide the consumer with more services than 10 years ago?

Yes....No....Not Sure....  
Do consumers want these additional services at the price they must pay for them?

Yes....No....Not Sure....  
Is there sufficient volume at your market to afford efficient assembly processing and distribution?

Yes....No....Not Sure....

Questionnaires may be mailed, or used in personal interviews. Each has advantages and disadvantages. Personal interviews are considered most valuable. A county agent in one State used a systematic "mailing card" system to collect information on the

use of certain farm practices. He used this system over a period of years, and was able to have at his finger tips vital information for program planning. He used only a few important questions on each card, and asked for an immediate reply. The cards were self-addressed and stamped.

## Records and Report Forms

These are devices or tools used for 4-H members, home demonstration members and families, or for special practices. In result demonstrations complete records are obtained for specific practices and in certain areas. Farm and home development progress is determined from records.

## Case Examples

In one community following a 4-H dairy foods program stressing the use of cottage cheese, a dairy manufacturer reported to the home demonstration agent that he had added an extra vat for making cottage cheese, and that he believed the 4-H program was responsible. In the same community, cottage cheese was added to the school lunch menu. The lunch room manager gave the credit to the dairy foods program.

## Rating Scale

Degree of interests, abilities, attitudes and performance, are checked by the use of rating scales. An example to be used by an agent in rating 4-H leader's performance:

Type of job performed

How well did the leader—

Train officers for responsibility?

Assist with records?

Enlist parents' cooperation?

Visit members?

Hold meetings?

## Summary

Yes, there are many ways of measuring progress or failures and the reasons why: If we know what we want to accomplish, have a built-in plan, select the right tools, use them properly, interpret results fairly, and finally, use the evidences for redirection and improvement of programs, we can then answer more accurately the question, "Are we devoting our time and energy to the most important problem?"

## Focus of Research

(Continued from page 185)

the preference. The conclusion was clear. There is a definite place for both the brief and the comprehensive publication although each serves a different purpose.

To find out if direct mail announcements of publications would bring in "new customs" for extension work, Richard Venne carried on a survey in 20 Wisconsin counties (Wisconsin Agricultural Journalism Bulletin 21). Venne found that a box-holder announcement card on which the addressee pays return postage will consistently bring publication requests from 10 to 20 percent of the box-holders on a rural route. About half of these respondents will be people not previously acquainted with extension publications and not currently active in extension work. Both of these findings can be of immediate use in shaping the plans of an extension information project.

Extension workers can also benefit from studying the findings of other organizations and agencies also concerned with improving the standards of living and well being of rural America.

An expanded research program is essential to the further development of the Cooperative Extension Service. As the result of studies of administration, supervision, program planning and execution, group dynamics, human relations and communications, the research worker can advance our knowledge and the entire Extension Service can help to advance progress.

## STEADY DOES IT

How do you go about sustaining interest over 5 years in an improved roughage program? New York Extension faced that problem in its Green Acres educational program, which grew out of local demand and was based on factual inventories of local situations. From the program's inception in 1950 to its culmination in 1954, educational and informational efforts were dovetailed. The story of this accomplishment is told in the New York State Extension Service's illustrated case history of this program, *Successful Communications Through Coordination*.

# Compounding State Research

LUKE M. SCHRUBEN, Assistant Administrator,  
Federal Extension Service



THE EXTENSION program today is a \$100,000,000 operation involving in the neighborhood of 13,000 employees. Ten years ago the total budget for extension work was \$36,000,000 and there were slightly less than 10,000 employees. These figures are indicative of the increases in costs of operation as well as in the overall expansion of extension work. They are significant from the standpoint of realistically looking at our job today.

Currently, extension research in most States is assigned to individuals who have other responsibilities. The extension program in many States is sufficiently large to justify a full-time extension research program.

Because of the way funds are appropriated for extension and the fact that program action takes place in counties, the primary responsibility for extension research must head up at each of the Land-Grant colleges. As we move forward with an expanded extension program, I believe it is imperative that each State and the Cooperative Extension Service, as a whole, chart a course that is based on facts; facts that can be obtained only through a careful analysis of the effectiveness of our efforts in handling current problems.

Extension research work has been designed to measure first the effectiveness of on-going programs. Without this information extension administration cannot be expected to make sound decisions regarding the allocation of extension resources. Research work in this field should also measure input-output relations; that is, what do we accomplish in relation to dollars expended.

To develop and test more effective methods and techniques, the help of all members of the staff is needed. County workers, specialists, supervisors and administrators have much to offer research in devising and trying out new methods; in discovering what does not work as well as what does. Extension research can no more be conducted in an ivory tower than can any other extension effort, if it is to be successful. The entire staff should be provided the assistance necessary for critical self-appraisal of its efforts.

There are no doubt many organizational arrangements which would prove satisfactory in the further development of extension research. In many States the job is sufficiently challenging to justify a separate project agreement, plan of work and operating procedure similar to other

projects within each State.

A budget should be provided for the project.

It is recognized that although short-run studies must be made to meet emergency situations, the particular operation of the extension project should be designed with the long view in mind.

As previously mentioned most extension educational research because of program responsibility and fiscal arrangements must take place in the field. This does not mean however that the Federal Extension Service has no responsibility. It would seem to me that the Federal office can make its greatest contribution by working with the States on such as the following:

1. Assisting in the design of extension research to insure comparability of results between States.
2. Developing adapted sampling techniques.
3. Interpreting results of the research results.
4. Combining results of extension research conducted in more than one State when possible.
5. Disseminating results of research to insure its greatest use.
6. Conducting training courses for extension personnel assigned to research projects.

It is my firm belief that successful extension methods designed to meet particular situations have wide applications between States. For example, successful procedures for working with low income families that may be developed in Virginia should be equally applicable to extension work with low income families in other States.

The problem of communication between States is a very serious one. Extension research activities designed to measure the effectiveness of extension efforts or to experiment with new extension methods must be available to all.

Because of the wide degree of transferability in the area of extension educational methods, a National Advisory Committee to the Federal Extension Service on extension research methods would make a real contribution to the total effort. The make-up of this committee, the

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## State Research

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frequency of their meetings, and the topics that would be appropriately included on their agenda are not suggested at this time.

The State Land-Grant colleges have many other research facilities on their campuses which are interested in extension work and which are interested in working with extension personnel in getting the job done. All interests and resources should be fully utilized and integrated.

While I see no legal restriction which would prohibit a State from allocating funds at its disposal for extension research activities, extension research will grow only to the extent that its contribution to the total effort is greater in the minds of extension administration than would be true if those funds were expended for other purposes.

The possibility of using funds al-

located by the Secretary of Agriculture on the basis of special needs has been considered by the Extension Organization and Policy Committee. Their recommendation was that such funds be made available for extension research when the research proposal demonstrates that the work will answer an acute problem peculiar to a State and be conducted in such a way that it can be added to the research of other States, thereby compounding the results. To participate in special needs funds work, it will require that a project proposal be submitted together with budget justification requesting the allocation of special needs funds.

I believe that when the Extension Organization and Policy Committee discussed the use of special needs funds for extension research work they had in mind the establishment of experimental or pilot counties designed to discover new and more ef-

fective techniques for working with various groups of the population. They also thought that these same demonstrations and techniques could be used in establishing effective means for working with hard-to-reach groups. In certain areas this would include problems such as adjustments in the pattern of agricultural production, industrialization, and disadvantaged areas due to inadequate resources, droughts, floods and other conditions.

*Staffing of a Research Project:* It is generally recognized that the supply of competent extension research personnel is limited. If extension research is to grow, special efforts must be made to interest extension workers, who demonstrate a genuine interest in evaluation, who have the attributes, temperament and make-up to do research work, and encourage them to take the necessary additional training.

## Wait and See

"WAIT and See" was the attitude of Ross Wilcox's neighbors when Mr. Wilcox agreed to conduct a test demonstration on his farm in Washington County, Tenn. The people of the community were of a conservative nature, slow to accept new methods in farming and homemaking.

The general use of the land at that time on the slopes and drainage way was a rotation of corn, small grain, and lespedeza, with timothy sometimes used. The steeper slopes were largely in unimproved pasture consisting of both wild grasses and bluegrass. Fertilizer was not generally used on pastures. Lime was being used on some farms. Tobacco was grown as a cash crop.

Mr. and Mrs. Wilcox, both high school graduates and farm reared, were a tenant farm family on a unit test demonstration farm before purchasing their own farm through the Tenant Purchase Act of the Farm Security Administration in 1938.

Mr. Wilcox, having observed good pastures and alfalfa through liberal fertilization on the farm on which

he had been a tenant and on another test demonstration farm in the community, saw possibilities of developing the farm he purchased along the same line. During the first year on the farm the lespedeza was too short to mow and the cows had to be fed on corn fodder. Mr. Wilcox decided to work toward developing his pastures and hay. His county agents worked with him, and he followed closely the advice given to him by Edward M. Henry.

Participating in the test demonstration program, Mr. Wilcox started fertilizing his soil and seeding pastures and alfalfa. He also reduced his row crops, and found that through this type of farm management his farm would carry more livestock. In 5 years, the \$6,500 farm was paid for from farm receipts.

Corn production has decreased from more than 10 acres to none. Small grain has likewise been discontinued. Mr. Wilcox keeps his limited acreage of land in pasture and hay and now has more dairy cows. At the same time, his labor requirements are reduced, and his

soil is not subjected to erosion due to cultivation. His hay needs are provided from alfalfa and surplus pasture clippings, instead of from lespedeza as during the early forties.

Tobacco is the only cultivated crop produced on the farm at present. All of his pastures consist of orchard grass, Ladino clover and red clover, except 20 acres of steep hillside which is in bluegrass and white clover.

Mr. Wilcox was one of the first farmers in his community to grow alfalfa and the first farmer in the community to grow Ladino clover. Having observed Mr. Wilcox's success in growing alfalfa and Ladino on his test demonstration farm, most of the other farmers in the community are now growing these legumes. In fact, the land use in the entire community has changed very fast to grassland farming from the pattern set on the Wilcox farm. Mr. Wilcox has hundreds of visitors each year, both in groups and individuals, to see his pastures and his land-use program.

# CLASSES in a FURNITURE STORE

ESTHER COOLEY,  
Consumer Education Specialist,  
Louisiana

ONE GOOD evaluation study can have a profound influence on your work for several years. This I learned when we studied the effectiveness of a home furnishing clinic which the housing and home furnishing specialists and I held in a furniture store.

The inspiration for the study stemmed from a course in evaluation taken at the Regional Extension School, Fayetteville, Ark., under Dr. F. P. Frutchey. Because the method of holding a clinic in a store was unique, we were eager to measure the usefulness of such teaching.

By holding the clinics in furniture stores we were able to select suitable pieces for our demonstrations, arrange entire rooms, try out different color combinations and accessories, show furniture construction more advantageously, and, at the same time, give

the furniture dealers some ideas on consumer interests. At the conclusion of the clinics, we distributed a publication that emphasized the points that were made during the meeting.

The study was made some six months after the clinics were held. Sixty women were chosen by random sample from the 864 who had attended the clinics in five parishes. We held conferences with the agents in those parishes, with the owners of the furniture stores where the clinics were held, and individual visits with the 60 women in the sample.

The study showed that without a doubt this method of teaching had been successful. It had furnished buying information to the women which they later used; it gave the merchants some new information on consumer desires and also on principles of home furnishings; and good will and better understanding of each other's problems were created.

The women had put to use more information on room arrangement, color and accessories than information on buying furniture and furnishings. This was to be expected because the former could be utilized with little or no expenditure of money. The consensus was that the printed material given out at the conclusion of the meetings clinched the ideas they had heard and helped them remember the details.



Visual aids are particularly effective when combined with demonstration pieces.

Many suggestions for improving the clinic came from the merchants and the women and these were put to good use in later clinics given in other parishes. This study provided a reservoir of information that has been adapted to other demonstrations on buying and using different pieces of household equipment, but most of all, it has provided us with a dependable yardstick for measuring extension teaching and a confidence in the results.

## Our Families Wanted Facts

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is becoming a general practice now.

An intensive study of this kind also shows the weak spots in farming practices. Conservation practices in sandy areas of the county often are not up to standard. Less than 25 percent of the farmers have started terracing. Raising the fertility level of soil through the use of legumes is profitable in Rice County, but only 10 percent of the average farm acreage is in a legume. Twenty to 25 percent is recommended.

This lack of legumes is reflected in livestock enterprises, . . . For instance,

42 percent of the dairymen and 27 percent of the beefmen are buying part of their alfalfa hay. Many farmers need to adopt livestock systems that require less native pasture and the use of more brome and temporary pastures.

Many farm women expressed interest in learning to bake better bread. This has led to several bread baking schools and additional demonstrations on bread making.

According to Miss Smith, our home demonstration agent, the classes and meetings on meat cutting, freezing and packaging were evidently not pertinent to the women's needs because the study showed that most farm families have this work done

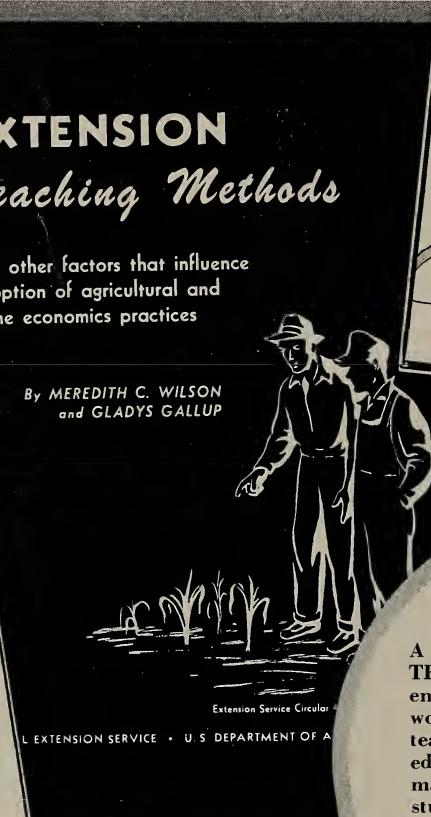
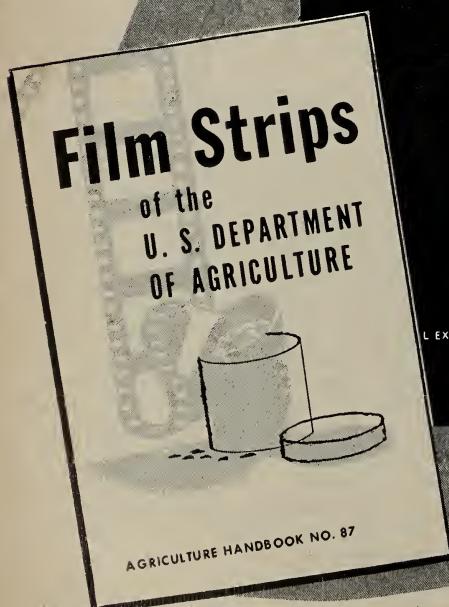
at the freezing and locker plant. What 50 percent of the women do want is more help on storage space in their homes.

This accumulation of valuable facts has been and will be used for some time to help us plan more intelligently future Extension programs. The men and women who helped interview families agreed that the searching questions they asked made the farmers and their wives look at their farm and home problems with a more objective and critical attitude. The interest stirred up was county wide and will probably have a profound influence on the future of farming and rural family living in Rice County.

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Insects and Diseases of Vegetables in the Home Garden—A 64-page guide for the gardener and a reference for county agricultural and home agents. Contains 4 pages of color plates. By L. B. Reed. Home and Garden Bulletin No. 46 (supersedes Home and Garden Bulletin No. 23).



A Handbook on EXTENSION TEACHING METHODS for experienced and inexperienced extension workers. Pertinent research on teaching methods from the fields of education, psychology, and salesmanship, as well as from extension studies. By Meredith C. Wilson and Gladys Gallup. Extension Service Circular No. 495.

Film strips of the U. S. Department of Agriculture—Agriculture Handbook No. 87.